

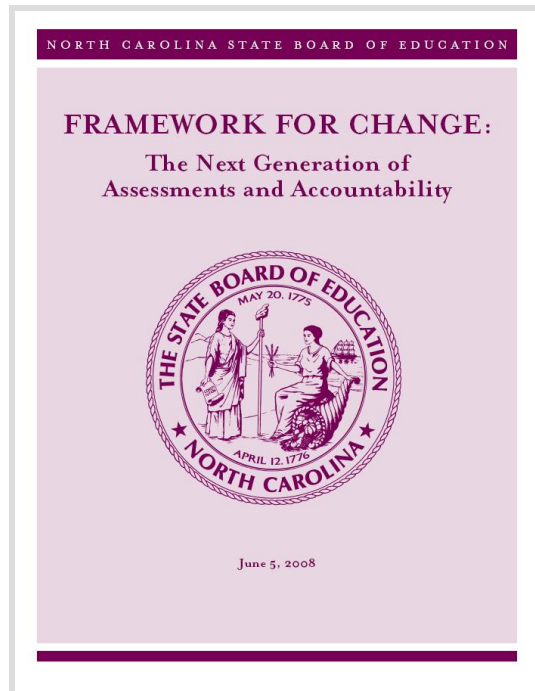


# NORTH CAROLINA Accountability and ESEA Flexibility

RESA Presentations • Winter 2012



Wednesday, February 1, 2012



7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*

Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

**Indicators**

**Uses**

**Levels**

# High School Indicators

## | End of Course Assessments

% of students proficient on Math I, Biology and English II assessments

## | ACT College Readiness Benchmarks

% of students who score well enough to have a 75% chance of getting a C or higher in their first credit-bearing college course

## | Graduation Rates

**4-year:** % of students who were freshmen in 2009-10 who graduated in 2012-13

**5-year:** % of students who were freshmen in 2008-09 who graduated by 2012-13

## | Future-Ready Core Completion

% of graduates who take and pass higher-level math classes

## | WorkKeys

% of graduates achieving the Silver level on the three WorkKeys assessments

## | Graduation Project

Schools that complete the Graduation Project achieving the standards of quality established in the process

# Elementary and Middle School Indicators

## | End of Grade Assessments

% of students proficient on 3-8 Mathematics assessments

% of students proficient on 3-8 English Language Arts assessments

% of students proficient on 5<sup>th</sup> and 8<sup>th</sup> grade Science assessments

## Who we are hearing from:

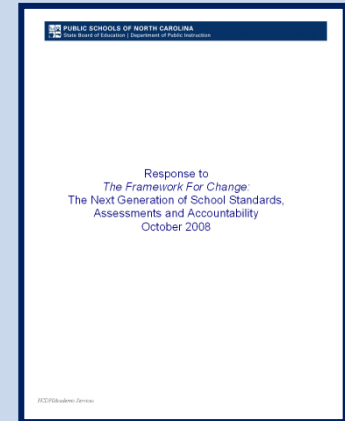
- State Board of Education
- Title I Committee of Practitioners
- Business Community (NCBCE)
- Superintendents
- Principals
- Teachers
- Schools of Education
- Educator Groups
  - NCAE (Dec 3)
  - Teacher Advisory
  - Principal Advisory
  - Principal Focus Group
  - RESAs (total of 24 visits over 2011 and 2012)
- Parent Groups

# REPORTING



We want a hallmark of the new 2012-13 accountability model to be performance and growth data that is

- **easy to understand**
- **useful, and**
- **easy to access**



October 2008's  
*Response to the  
Framework for Change*  
focused on

**Transparency**

Some specific design features we are considering

- Reporting both **absolute performance** in a given year as well as **growth over time** on all indicators
- **A clean front interface** that starts only with the indicators
- **Scaffolding** that helps the user understand the actual meaning of the data (the use of “hover-over” or “click-into” web design so that users can get the facts on what each indicator is)
- **Inclusion of State (and District) Results** on each report; additionally, the inclusion of targets (either state or federal)
- **Intuitive navigation on the website** that makes it obvious how to get to school performance data



# High School Model Indicators

## Absolute Performance

Performance Composite

ACT

Graduation  
Rates

Math  
Course Rigor

WorkKeys

Graduation Project

## Growth

Growth

 ACT

 Graduation  
Rates

 Math  
Course Rigor

 WorkKeys

# Sample High School

% of students proficient on Math I, Biology and English II assessments (the performance composite)



For discussion purposes only.  
Data are not actual data from a school or the state.

Click For Info	End of Course Assessments		74%
Click For Info	ACT College Readiness Benchmarks		46%
Click For Info	Graduation Rates	4-year	76%
		5-year	77%
Click For Info	Future-Ready Core		89%
Click For Info	WorkKeys Achievement		78%
Click For Info	Graduation Project		YES

Draft Jan 3, 2012

## Example

For discussion purposes only. Data are not actual data from a school or the state.

### End of Course Assessments

% of students proficient on Math I, Biology and English II assessments



We plan to include the state-wide result on each of the 6 indicators so that the user can immediately see where the school is relative to others

Data tools might additionally allow for a user to see where this school is relative to similar schools

*Additionally, we are determining how to represent the new Annual Measurable Objectives (part of our ESEA Flexibility Request)*

## Discussion Questions:

- 1) What are the keys to ensuring that data is easy to understand and meaningful to the public?
- 2) The indicators will be used in the future to target support. What supports would be most effective in improving student outcomes?
- 3) What additional questions do you have about the indicators in the new accountability model?
- 4) What additional indicators would you like to see reported in either elementary/middle or high school?

# Time Line

## Five Year

	Interim Accountability Model	New Accountability Model			
	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Assessments</b>	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
<b>Reporting</b>	ABCs; AYP TBD	New Reporting {Delayed}	→		
<b>Reward, Sanction and Support</b>	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions	→	

**Future Decision:**

Do we continue the ACT  
or go with Grade 11 SBAC?

# Summative Assessments



- English Language Arts
  - Common Core State Standards (June 2010, SBE)
  - Grades 3-8 and English II EOC
- Mathematics
  - Common Core State Standards (June 2010, SBE)
  - Grades 3-8 and Algebra I/Integrated I EOC
- Science (February 2009, SBE)
  - Essential Standards
  - Grades 5, 8 and Biology EOC

# Assessment Formats



- Prefer Online Administration but a Paper/Pencil version is available
  - All **NCEXTEND2** (EOG and EOC)
  - Science Grades 5 and 8
  - English II EOC
  - Biology EOC
  - Algebra I/Integrated I EOC
  
- Prefer Paper/Pencil Administration but an Online version is available
  - General English Language Arts
  - General Mathematics Grades 3-8

# Item Types



- Mathematics: gridded response items
  - Grades 5-8 and Math I (Algebra I/Integrated I)
- Calculator Inactive: Grades 3-8 and Math I (Algebra I/Integrated I)
  - One-third to one-half of grades 3-8
  - One-third of Math I (Algebra I/Integrated I)
- English II: short constructed response and multiple choice

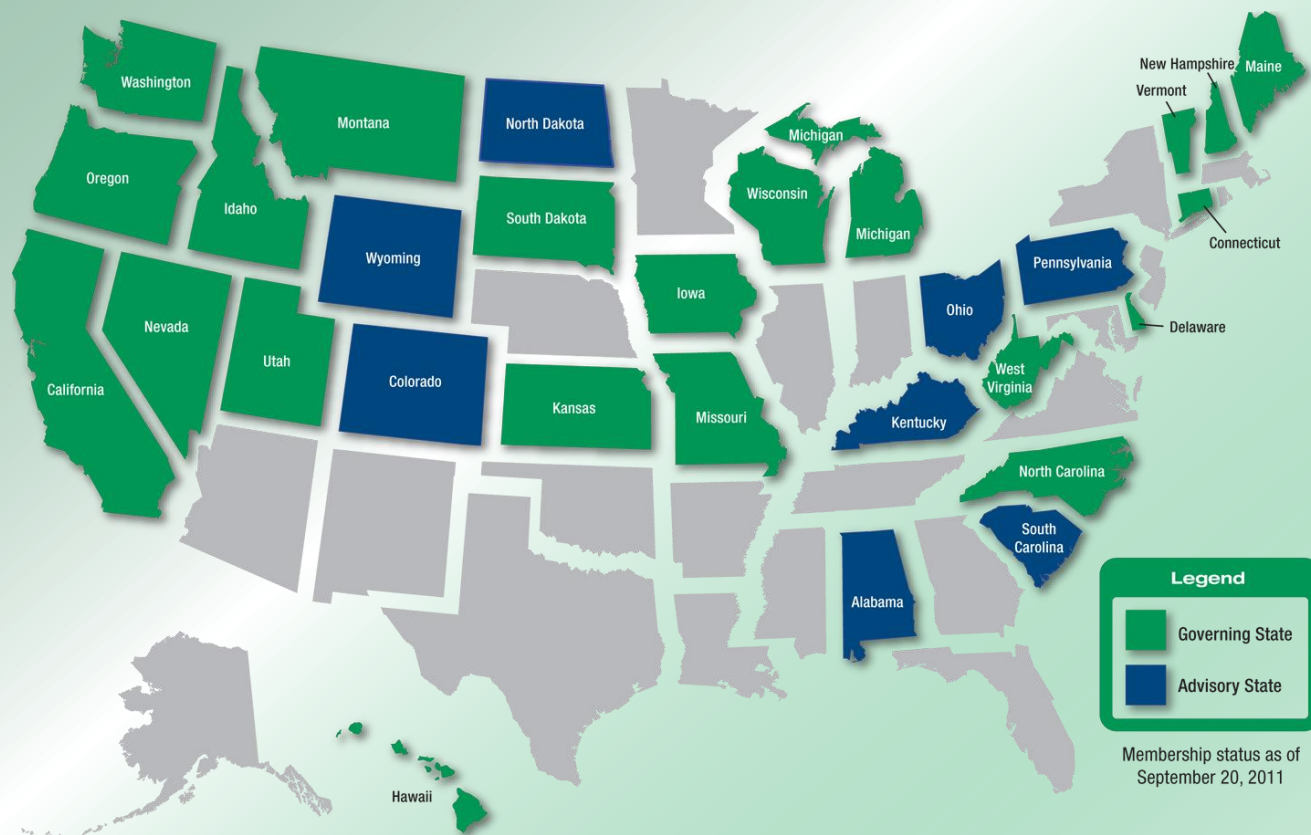


[https://center.ncsu.edu/nc/pluginfile.php/1054951/mod\\_resource/content/3/NCTest.html](https://center.ncsu.edu/nc/pluginfile.php/1054951/mod_resource/content/3/NCTest.html)

<http://go.ncsu.edu/nctdemo>

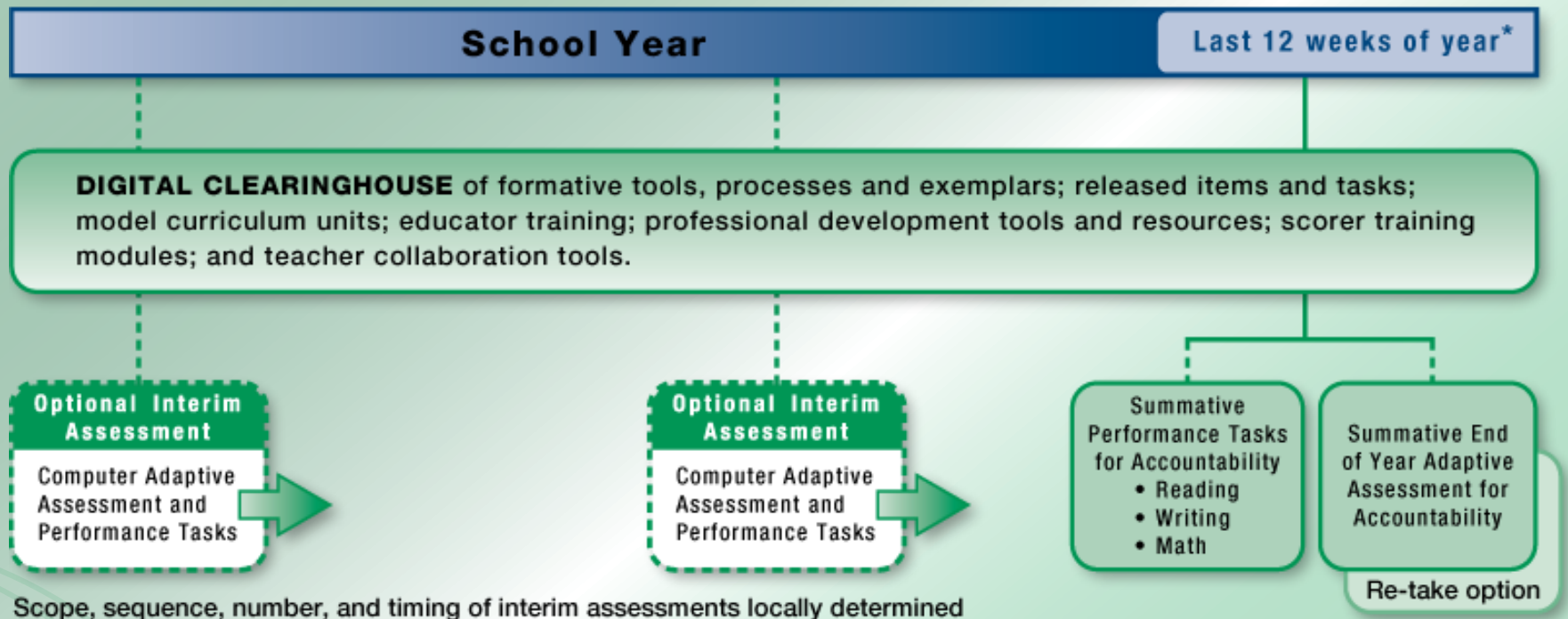
# A National Consortium of States

- 29 states representing 48% of K-12 students
- 21 governing, 8 advisory states
- Washington state is fiscal agent



# A Balanced Assessment System

## English Language Arts and Mathematics, Grades 3–8 and High School



\* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

# Using Computer Adaptive Technology for Summative and Interim Assessments

## Faster results

- Turnaround in weeks compared to months today

## Shorter test length

- Fewer questions compared to fixed form tests

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored to student ability

- Item difficulty based on student responses

## Greater security

- Larger item banks mean that not all students receive the same questions

# Assessment System Components

## Summative Assessment (Computer Adaptive)

- Assesses **the full range of Common Core** in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures **current student achievement and growth across time**, showing progress toward college and career readiness
- Can be given **once or twice a year** (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

# Assessment System Components

## Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

**“The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.”**

**- Linda Darling-Hammond  
and Frank Adamson,  
Stanford University**

<http://www.k12.wa.us/SMARTER/ContentSpecs/ELA-LiteracyContentSpecificationsAppend.pdf>

<http://www.k12.wa.us/SMARTER/ContentSpecs/MathContentSpecifications.pdf>



# 4 Principles of ESEA Flexibility

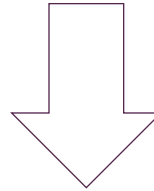


- 1. College-and-Career-Ready Expectations for All Students (✓)**
- 2. State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback)**
- 3. Supporting Effective Instruction and Leadership (✓)**
- 4. Reducing Duplication and Unnecessary Burden (✓)**



By demonstrating a state's plans to  
address the **4 Principles....**

States can receive



**Flexibility** Around Certain Provisions of  
*No Child Left Behind*

# What Flexibility Is Offered?



WAIVER	WHAT IT REMOVES	WHAT IT ALLOWS
<b>1</b> 1111(b)(2) (E-H)	Removes required procedures for setting AMOs to use in determining AYP	<i>Allows SEA to develop new AMOs for determining AYP reading/math</i>
<b>2</b> 1116(b)	Removes current AYP status of schools and requirements for sanctions	<i>Allows LEA to use set-aside Title I monies in Focus and other Title I schools and reduces burden for administrative and reporting requirements</i>
<b>3</b> 1116(c)	Removes LEA AYP status and requirements for sanctions	
<b>4</b> 6213(B)/622 4(E)	Removes restrictions on use of REAP funds related to AYP	<i>Allows LEAs to use REAP funds for any authorized purpose regardless of LEA's AYP status</i>

# What Flexibility Is Offered?



WAIVER	WHAT IT REMOVES	WHAT IT ALLOWS
<b>5</b> 1114(a)(1)	Removes requirement of 40% poverty to operate schoolwide program	<i>Allows flexibility to spend funds on Priority, Focus, and other Title I schools and reduces administrative burden connected to those restrictions.</i>
<b>6</b> 1003(a)	Removes restriction that funds are used only for schools in improvement status	
<b>7</b> 1117 (c)(2)(A)	Removes restriction that funds may only be provided for schools in the highest quartile of poverty	
<b>8</b> 2141(a-c)	Removes restrictions on use of Title I and Title II funds related to HQT	
<b>9</b> 6123	Removes limitation on percent transfer of other funds into Title I	
<b>10</b> 1003(g)	Removes restriction that 1003(g) funds are used only for SIG schools	Allows use of 1003(g) funds for any Priority school
<b>11</b> Optional Flexibility	Removes restriction that funds are only be used for programs outside of the school day	Allows 21 <sup>st</sup> CCLC funds to be used for expanded learning w/in school day

# Principle 1

## College and Career Ready Expectations



1. **College and Career Ready Expectations**
2. Recognition, Accountability and Support System
3. Supporting Effective Instruction and Leadership
4. Reducing Duplication and Unnecessary Burden

### How are we addressing?

- Adopted Common Core and Essential Standards
- Plan to Transition to New Standards including
  - Instructional Toolkits
  - Summer Institutes
  - Instructional Improvement System
  - New Summative Assessments
  - Adoption of ACT

# Principle 3

## Supporting Effective Instruction and Leadership



1. College and Career Ready Expectations
2. Recognition, Accountability and Support System
3. **Supporting Effective Instruction and Leadership**
4. Reducing Duplication and Unnecessary Burden

- Adoption of North Carolina Educator Evaluation System
- Inclusion of student outcomes in teacher and principal evaluation

# Principle 4

## Reducing Duplication and Unnecessary Burden



1. College and Career Ready Expectations
2. Recognition, Accountability and Support System
3. Supporting Effective Instruction and Leadership
4. **Reducing Duplication and Unnecessary Burden**

- Reducing burden associated with administration of the current No Child Left Behind requirements
- Reduction of duplication in planning

# Principle 2

## Recognition, Accountability and Support System



1. College and Career Ready Expectations
  2. **Recognition, Accountability and Support System**
  3. Supporting Effective Instruction and Leadership
  4. Reducing Duplication and Unnecessary Burden
- Development of **State Recognition, Accountability and Support System** for All Schools
  - **Resetting Annual Measurable Objectives** and ensuring those are a meaningful component of state system
  - Identifying and Supporting/Intervening in **Priority Schools** (the lowest achieving and lowest progress Title I schools)
  - Identifying and Supporting/Intervening in **Focus Schools** (those Title I schools contributing to the achievement gap)
  - Identifying and Recognizing **Reward Schools** (highest achievement and highest progress Title I)
  - Support of all

# Principle 2

Recognition, Accountability and Support System



## Annual Measurable Objectives

Reduce Not-Proficient by  $\frac{1}{2}$  in 6 years (by 2017)

Sets targets for subgroups to impact closing of gaps





Two important results of this method are

- 1) Acknowledges that subgroups have different starting points
- 2) Differentiated targets are ambitious and *achievable*

# Understanding New AMOs



100 - 57.6 means **42.4%** are not proficient.

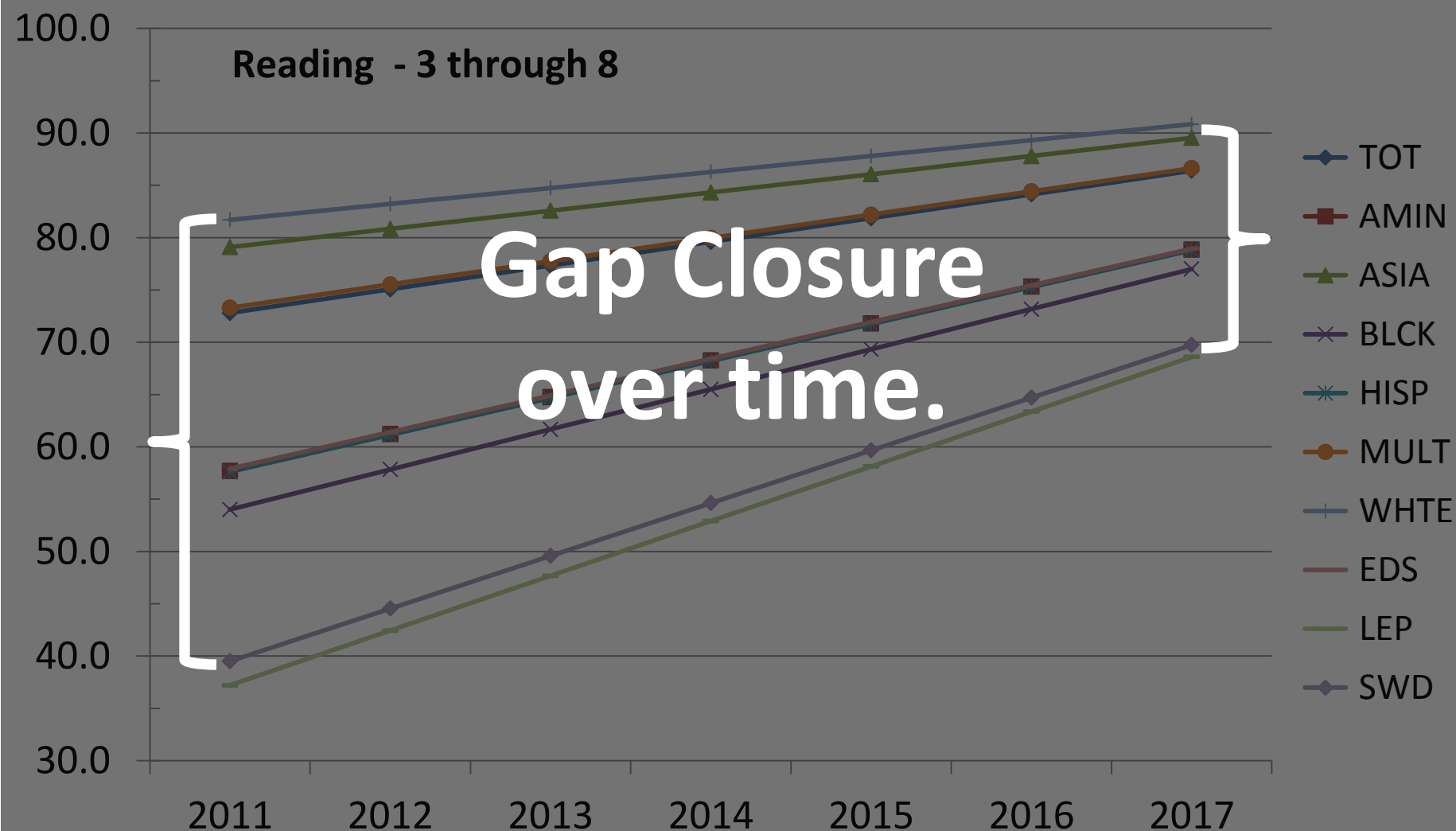
Decrease by half in equal increments over 6-years means

$42.4/2 = 21.2$  **21.2** point improvement over 6 years

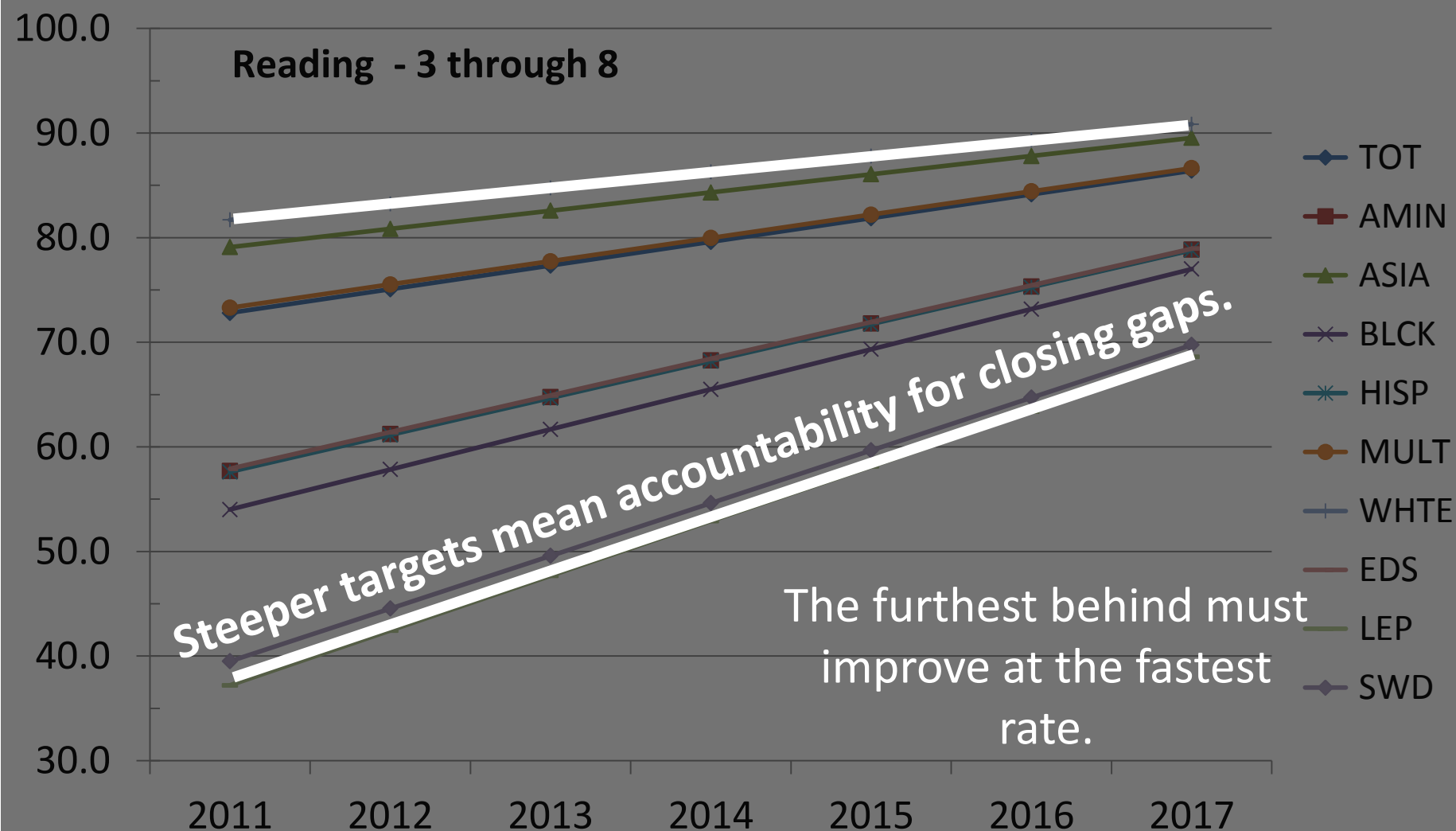
$21.2/6 \approx 3.5$  point increase every year

Subgroup	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Base Year		Target		Target		Target		Target		Targets		Targets	
	Reading GS	Reading HS	Reading GS	Reading HS	Reading GS	Reading HS	Reading GS	Reading HS	Reading GS	Reading HS	Reading GS	Reading HS	Reading GS	Reading HS
Total (all students)	57.6	84.1	61.1	85.1	64.7	88.8	68.2	91.7	71.7	83.7	75.3	85.8	78.8	92.1
Native American	57.5	72.8	61.2	75.1	64.8	77.3	68.3	79.6	71.8	81.9	75.3	84.1	78.9	86.4
Asian	79.1	81.0	80.8	82.6	82.6	84.2	84.3	85.8	86.1	87.3	87.8	88.9	89.6	90.5
Black	54.0	74.7	57.8	76.8	61.7	78.9	65.5	81.0	69.3	83.1	73.2	85.2	77.0	87.4
Hispanic	57.6	75.6	61.1	77.6	64.7	79.7	68.2	81.7	71.7	83.7	75.3	85.8	78.8	87.8
Multiracial	73.3	86.6	75.5	87.7	77.8	88.8	80.0	90.0	82.2	91.1	84.4	92.2	86.7	93.3
White	81.7	90.4	83.2	91.2	84.8	92.0	86.3	92.8	87.8	93.6	89.3	94.4	90.9	95.2
Economically Disadvantaged	57.9	75.6	61.4	77.6	64.9	79.7	68.4	81.7	71.9	83.7	75.4	85.8	79.0	87.8
Limited English proficient	37.2	32.1	42.4	37.8	47.7	43.4	52.9	49.1	58.1	54.7	63.4	60.4	68.6	66.1
Students With Disabilities	39.5	45.9	44.5	50.4	49.6	54.9	54.6	59.4	59.7	63.9	64.7	68.4	69.8	73.0

# Gap Closure



# Gap Closure



# Annual Measurable Objectives



## Feedback from CCSSO Review

- Use AYP targets in a meaningful way in state accountability
  - Report AYP on the Accountability Dashboard
    - Total number of school targets
    - Percent of targets met
    - Overall Yes or No for AYP Status

# Priority, Focus, & Reward

## USED Definitions



### Priority

From USED  
Flexibility Guidance:

*A “priority school” is a **Title I or Title I-eligible** school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.*

### Focus

From USED  
Flexibility Guidance:

*A “focus school” is a **Title I** school in the State that, based on the most recent data available, is contributing to the achievement gap in the State.*

### Reward

From USED  
Flexibility Guidance:

*A “reward school” is a **Title I** school that, based on the most recent data available, is a highest-performing school or a high-progress school.  
(Must make AYP for all subgroups and cannot have persistent achievement gaps)*

# Priority, Focus, & Reward

Methodology Employed by NCDPI



## Priority

Determined by

- **Reading + Math Performance Composite**  
**< 50 %** in 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- **Graduation rate**  
**< 60 %**

## Focus

Determined by

- Schools with the **largest in-school gaps** for 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- Above 3-year state average of 38.7%
- Title I schools with a subgroup with **proficiency score below 50%** for 2010-11 school year and one of the two previous years

## Reward

Determined by

- Poverty rate at or above 50% and gap between highest and lowest performing subgroups below 3-year state average  
**and**
- Schools made AYP and all subgroups have performance composite above state performance composite and graduation rate, if any, above state graduation rate  
**or**
- Schools in the highest 10% performance composite progress and graduation rate progress, if any, for “all students” over a 2-year period.

# Priority and Focus

What interventions will be required?



## Priority

- SEA must ensure that interventions are aligned with each of the following “turnaround principles”:
  - Strong leadership
  - Effective teachers and improved instruction
  - Expanded learning time
  - Strengthened instructional program
  - Use of data
  - School safety and discipline
  - Family and community engagement

## Focus

- LEA/School must implement interventions to address the gap in performance for which they were identified
- Interventions must reflect evidence-based best practices aligned to overall school improvement efforts within the Title I school program



# 3 potential levels of support



**Intensive**  
Support and  
Intervention

**Moderate**  
Support and  
Intervention

**Independent**  
with General  
Support

# Questions?